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ABSTRACT

This document provides definitions for words related to diagnosis and prescription in mathematics education. The words are arranged in alphabetical order. Synonymns and/or alternative definitions are included when applicable. (JN)

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ABERRATION: departure from the normal or typical, especially if somewhat unexpected or severe; a difference from the normal.

ABIENT BEHAVIOR (or response): behavior tending to remove the organism from exposure to a stimulus--Sym. avoidance behavior.

ABILITY: actual power to perform an act, physical or mental, whether or not attained by training and education.

ABILITY TEST: a test of maximum performance designed to reveal the level of present ability to function.

ABMODALITY: variation from type; variation from some measure of central tendency.

ABNORMALITY: departure from the norm, however defined.

ABSCISSION: separateness or distinction between two dynamic interacting systems.

ABSOLUTE JUDGMENT PROCEDURE: a psychophysical method (now little used) in which each stimulus of a series is judged by itself without an explicit standard for comparison.

ABSTRACT: characterizing any quality of something considered apart from the thing itself, or from the other qualities with which it is associated; and pertaining to terms that refer to such a quality.

ABSTRACT ABILITY: the ability to comprehend relationships and to react, not merely to concrete objects, but to concepts and abstract symbols.

ABSTRACT IDEA OR QUALITY: an idea considered apart from its application to, or embodiment in, a particular instance: e.g., honesty, considered apart from specific honest acts or persons, is an abstract idea or quality.

ABSTRACTION: the process of selecting or isolating a certain aspect from a concrete whole, as a part of the process of evaluation or communication; an idea or concept resulting from the process of abstracting; a verbal statement that utilizes abstract terms.

ABSTRACTION FACTOR: a hypothesized unit factor of ability that underlies the total ability to comprehend similarities, to compare, and to classify.

ABULIA: diminished ability to will effectively, or to make up one's mind.

ACALCULIA: a form of aphasia characterized by loss of ability to carry out even very simple mathematical calculations.--Sym. Number Blindness.

ACATAMATHESIA: impaired ability to comprehend perceived objects or situations.

ACCELERATION/DEVELOPMENTAL: growth in some function at faster than normal rate; or the attainment of a higher level of development in some function than others of the same age have attained.

ACCELERATION/EDUCATIONAL: any process whereby a pupil makes educational progress faster than is usual, whether measured by advancement in school grade (American) or standard (British), or by actual educational achievement.

ACCRETION LEARNING: the acquisition of highly unrelated facts or responses by dint of frequency of association.

ACCULTURATION: the process whereby children learn the behavior patterns characteristic of their social group, especially of the larger social group or culture.

ACCURACY COMPULSION: a tendency of the subject to be overly accurate with regard to the form qualities of the content; to make many corrections, to reject many of his own associations, to be helplessly dissatisfied with each response he gives and yet unable to improve it.

ACHIEVEMENT: 1. success in bringing an effort to the desired end. 2. the end gained; the thing accomplished. 3. the degree or level of success attained in some specified area (especially scholastic) or in general.

ACHIEVEMENT QUOTIENT or AQ: the ratio between the actual level of scholastic performance and that which is expected.

ACTIVITY ANALYSIS: list of the acts actually performed by a given person or in a given type of situation or job.

ACTIVITY CONCEPT: a generalization that learning takes place only when the person is active.

ACTIVITY DRIVE: 1. the tendency of an animal to engage in physical activity, even in the absence of extra-organic stimulus. 2. tendency of an animal to exercise any of its capacities: muscular, sensory, or intellectual; tendency to be active.

ACTIVITY SAMPLING: a technique for determining exactly what a person does at a given task or during a given time.

ADAPTIVE BEHAVIOR: any behavior that helps the organism meet environmental demands.

ADLERIAN PSYCHOLOGY: the body of doctrine set forth by A. Adler. Its essential principle is that behavior is controlled by an effort, usually unwitting, to compensate for deficiency or inferiority, whether physical, psychological, or social.

ADOLESCENCE: the period from the beginning of puberty to the attainment of maturity; the transitional stage during which the youth is becoming an adult man or woman. A few authors speak of adolescence as beginning with the close, not with the initiation, of puberty. The period is defined in terms of development in many different functions which may be reached at different times. Hence only conventional limits may be stated; these are usually given as ages 12-21 for girls, 13-22 for boys.

ADOLESCENT SPURT: an acceleration in the growth rate, especially in height, that occurs shortly before, or in the early years of, adolescence. It does not appear in all children.

ADULTOMORPHISM: interpretation of children's behavior in adult terms.--Syn. Erelichomorphism.

AFFECT: a class name for feeling, emotion, mood, temperament. Historically, three modes of mental function were usually distinguished: cognition, conation (or volition), and affect (more often called affection). Some writers, however, combined conation and affection. Many contemporary theorists hold that there is no separate affect-state, but only an affective or feeling aspect of a cognitive state or process.

AFFECTIVE REACTION TYPE: any disorder in which the principal symptoms are affective or emotional.--See affective psychosis

AGEUSIA: absence or impairment of the sense of taste.--adj. Ageusic.

AGITOLALIA: cluttered and excessively rapid speech with sounds slurred, omitted, or distorted.--Syn. Agito-Phasia, cluttering.

AGNOSIA: inability to interpret sensory impressions; imperfect perceiving; specifically, loss os ability to recognize and identify familiar objects through a particular sense organ.

AGNOSIA/IDEATIONAL: faulty recognition of objects or symbols, based on faulty elaboration of sensory impressions which are themselves dissociated from one another.

AGNOSIA/VISUAL: 1. functional blindness. 2. disturbance in ability to recognize objects in the visual field due to brain lesions.--Syn. Optic Agnosia

AGRAPHIA: a form of aphasia due to cerebral lesion and characterized by impairment in the ability to write.

AHISTORICAL: of the point of view or method that emphasizes the study of present behavior in relation to present conditions both within and without the organism, and minimizes the use of the facts of the individual's past as a means of understanding his present.

AKINESIA: loss or impairment of motor functions especially of voluntary movement.

ALEXIA: a form of sensory aphasia characterized by loss of ability to read written or printed language despite unimpairment of vision or intelligence.--Syn. visual aphasia, word blindness.

ALLOTROPIC TYPE: a personality that tends to be preoccupied with what "others" think, or mean, or do.

ALLPORT A-S REACTION STUDY: an inquiry form that asks whether certain overt behaviors (believed to be diagnostic of ascendance-submission) are characteristic of the subject's usual conduct.

ALOGIA: 1. inability to speak, resulting from a brain lesion. 2. a form of mutism, resulting from a lack of ideas, shown by idiots or imbeciles.

ALTRUISM: affection and concern for others, in contrast to self-love and selfishness.

AMBIDEXTROUS: skillful with both hands or with both sides of the body.

AMBIGUITY TOLERANCE: willingness to accept a state of affirs capable of alternate interpretations, or of alternate outcomes: e.g., feeling comfortable (or at least not feeling uncomfortable) when faced by a complex social issue in which opposed principles are intermingled.

ANAPHIA: lack of, or defect in, the sense of touch.

ANARTHRIA: 1. complete inability to produce articulate speech. 2. defective articulation; dysarthria.

ANOMIA: a form of aphasia in which names of objects cannot be recalled.

ANOPSIA: 1. failure to use vision. 2. upward strabismus.

ANORTHOPIA: 1. a disturbance in vision in which objects are seen as distorted. 2. strabismus.

ANOSMIA: lack of sensitivity to smells.--Syn. Anosphresia.

ANOSOGNOSIA: failure, or refusal, to recognize that one has sensory or motor defects or a disease: e.g., refusal to recognize one's own hearing impairment or paralysis. The concept is doubtless important, but does it need a pretentious name?

ANOSPHRESIA: insensitivity to odors.--Syn. Anoxemic.

ANTINOMY: a contradiction between two principles, each of them taken to be true or valid; or between the inferences drawn from such principles.

ANXIETY TOLERANCE: the ability to continue one's usual activities without too great loss of effectiveness despite anxiety, whether it be objective anxiety or resulting from conflict.

APHASIA: loss or impairment of the ability to use language because of lesions in the brain. Aphasia may be sensory (inability to understand words;--word blindness or word deafness) or motor (inability to speak, or to speak the words intended;--anarthria). Many varieties are distinguished according to the specific impairment: e.g., syntactical aphasia, inability to arrange words properly; brady-phasia, groping speech; and many others. The term is highly general and tends to be loosely used, but authorities insist on restriction to cases resulting from brain lesion. Hence, it does not include stammering or stuttering, which are functional, nor difficulties resulting from defects in the vocal organs.

APHEMIA: knowing what one wants to say but being unable to utter the words.

APPERCEPTION: the final stage of attentive perception in which something is clearly apprehended and thus is relatively prominent in awareness.

APPROACH-APPROACH CONFLICT: a conflict arising when an individual is drawn toward two goals, both satisfying but at least partially incompatible.

APPROACH-AVOIDANCE CONFLICT: a situation in which the stimulus to approach and the stimulus to avoid are in approximately the same "locality"--literally in space, or psychologically in the life space.

APPROBATION: a judgment that something is good according to some standard: moral, esthetic, literary, etc.

APRAXIA: loss of ability to perform purposeful movements, in the absence of paralysis or sensory disturbance, caused by lesions in the cortex.

APRAXIA/AMNESTIC: inability to carry out an act upon command.

APRAXIA/IDEATIONAL: faulty conception of a movement as a whole: individual acts are correct but the proper sequence for goal attainment is disturbed.--Syn. Ideomotor Apraxia.

APROSEXIA: inability to give sustained attention.

APTITUDE: the capacity to acquire proficiency with a given amount of training, formal or informal.

APTITUDE TEST: a set of tasks so chosen and standardized that they yield an estimate of a person's future performance on other tasks not necessarily having evident similarity to the test tasks.

ARITHMOMANIA: 1. an obsessive tendency to count objects; a pathological tendency to count. 2. figuratively and humorously, an excessive preoccupation with numerical relations, to the neglect of concrete facts and significance.

ASEMIA: inability to use or understand symbols of any sort--words, figures, gestures, signs, etc.--for communications.--Syn. Asemasia.

ASSOCIATIONISM: a theory that starts with supposedly irreducible mental elements and asserts that learning and the development of higher processes consist mainly in the combination of these elements. The theory has many forms.

ASSOCIATIVE CHAIN THEORY: hypothesis that each action in a sequential series is the response to the previous act.

ASTEREOGNOSIS: a form of agnosia consisting in inability to recognize objects by the sense of touch. It is thought to be caused by lesion in the central parietal lobe.--Syn. Stereoagnosis, Tactile Agnosia.

ASYMBOLIA: 1. a specific form of asemia characterized by inability to use or understand a particular set or sets of signs or symbols, such as those used in mathematics, chemistry, music, etc. 2.--asemia, inability to use or understand symbols of any kind, including words.

ATTENTION/SPAN OF: 1. the number of distinct objects that can be perceived in a single "momentary" presentation. It is usually determined by the number of items one can see and report when the objects are exposed for 0.1 second.--Syn. Range of Attention. 2. the length of time a person can attend to one thing.

ATTITUDE: an enduring, learned predisposition to behave in a consistent way toward a given class of objects; a persistent mental and/or neural state of readiness to react to a certain object or class of objects, not as they are but as they are conceived to be. It is by the consistency of response to a class of objects that an attitude is identified. The readiness state has a directive effect upon feeling and action related to the object.

ATTITUDE CLUSTER: a group of related attitudes which tend in any population to be covariant: i.e., scores on one attitude tend (in the population as a whole) to be accompanied by corresponding scores on the other attitudes.

AUDITIVE: a person who learns better by hearing than by seeing.--Syn. ear-minded person.

AUTOCRITICISM: thoughtful and objective evaluation of oneself; of one's ideas, ideals, or behavior.

AUTOPSYCHOSES: mental disorders in which the person's ideas about his self or personality play a dominant part. This is not a formal class of psychoses.

AVOIDANCE-AVOIDANCE CONFLICT: the situation in which an animal, if he moves away from one undesirable situation, moves toward another undesirable one.

BALANCING FACTOR: a mode of behavior utilized to obtain a satisfaction not otherwise obtainable: e.g., a child's crying used as a way of coercing the parent.

BASIC SKILLS: those activities learned in school which are necessary for the carrying on of other school activities, especially, the mechanics of reading, spelling, writing, and the primary processes of arithmetic. These skills are also deemed fundamental for practical life, but their position as unique in this respect is challenged.

BEHAVIROSM: the view that psychology as a science studies only behavior.

BEHAVIOR SPACE: the complex set of conditions and relations which determine behavior at a given time. It consists (a) of the perceived objects, and the perceived relations between them that are present in the situation; of the person's memories and inferences in relation to these objects and relations; of the perceived self in the situation; and (b) of a controlling and activated system of beliefs and values.

BEHAVIOR THEORY: a general point of view, rather than a particular theory, that conceives of the task of psychology as the determination of the relation of stimulus to response, both of these as measured in physical units.

BLIND ANALYSIS: a diagnosis of a person, from a set of test scores or other protocol, without knowing who the person is or seeing him.

BLIND LEARNING: learning of a task through repetition but with a minimum understanding of the relationships involved in the task.

BRADYKINETIC: characterized by slowness of movement.

BRADYLALIA: slowness of speech but with correct articulation, usually of functional origin.

BRADYLEXIA: pathological slowness in reading; a form of dyslexia.

BRODMANN'S AREA 18: a portion of the cortex, adjacent to the striate body, known to be involved in complex visual processes.

BUNDLE HYPOTHESIS: a term used by critics to characterize the view that a complex total consists of a mere summation of its elementary components.

CANCELLATION TEST: one in which the task is to strike out quickly one or more specified symbols (letter, digit, word, geometrical figure, etc.) irregularly distributed among others.

CATALEXIA: a form of dyslexia characterized by a tendency to reread words and phrases.

CATAPHASIA: a form of aphasia characterized by frequent and uncontrollable repetitions of the same words or phrases without reference to their meaning.--Syn. Verbigeration, Cataphrasia.

CHAIN BEHAVIOR: a sequence of behaviors that proceeds semiautomatically in a determinate order: e.g., reciting a memorized poem.

CLASSIFICATION TEST: one in which the testee's task is to sort objects into appropriate categories. The categories may be either prescribed or left to the testee's choice.

CLINIC: a place and organization to which persons come for individualized diagnosis and treatment of some physical or mental disorder. A PSYCHOEDUCATIONAL CLINIC is designed to supplement the work of schools with children presenting especially difficult problems. Diagnosis and treatment may be concerned with adjustment to school, special learning problems, behavior problems, vocational adjustment.

CLINICAL: characterizing the method of studying the individual as a unique whole. Specific behaviors are observed and specific traits may be inferred, but the goal is that of understanding (and helping) the particular individual.--Sun. idiographic; but clinical is broader, since it covers remediation as well as description.

COGNITION: a generic term for any process whereby an organism becomes aware or obtains knowledge of an object.

COGNITIVE STRUCTURE: 1. the way the individual sees the physical and social worlds, including all his facts, concepts, beliefs, and expectations, and the pattern of their interactions.--Partial syn. ideology, but cognitive structure is much more inclusive. 2. --cognitive schema (which see). Meanings (1) and (2) differ chiefly in the greater complexity of (1). This is especially true for E. C. Tolman's use of cognitive structure, which is nearly the same as cognitive map.

COLOR DEFICIENCY: general term for relative inability to discriminate chromaticity or hue. It includes momochromatism, dichromatism, anomalous trichromatism.--Syn. color blindness.

COMPARATIVE JUDGMENT/LAW OF: the postulate that, in any perceptual discrimination or any comparative judgment of two items, the psychological difference between the items is indirectly measured by the relative frequency with which the difference is perceived and reported under similar conditions of observation.

COMPREHENSION TEST: a measure of one's understanding of what is needed in a given imaginary practical situation: e.g., what one should do if it is raining when one leaves for school.

CONCRETE: 1. pertaining to a specific or particular item or thing, as a whole; characterizing an individual fact at a particular moment; the opposite of abstract. 2. (less technically) of an exposition wherein general laws or principles are illustrated by individual instances.

CONCRETIZING: the process of supplying concrete illustration, application, or proof for an abstraction.

CONDITIONED RESPONSE: the new or modified response that is elicited by a given stimulus after conditioning.

CONTINUITY/PRINCIPLE OF: a generalization that, to pass from one designated state to another, it is necessary to pass through all intermediate states or conditions.

CULTURAL ITEMS: test items that reflect the kind of learning experiences prevalent in a specific culture or subculture, in contrast with items that reflect more widely distributed experiences.

DEDUCTION: the mode of reasoning that starts with premises or propositions and attempts to derive valid conclusions therefrom.

DEXTERITY TEST: a test of speed and accuracy in performing simple mannual activities.

DIAGNOSIS: 1. identification of disease or abnormality from symptoms presented and from a study of its origin and course. 2. any classification of an individual on the basis of observed characters. Educational diagnosis, e.g., classifies a pupil on the basis of facts relevant to his school progress.

DIAGNOSIS/DIFFERENTIAL: distinguishing between two similar-appearing conditions by searching for a significant symptom or attribute found in only one.

DIAGNOSTIC TEST: one designed to locate the particular source of a person's difficulties in learning, especially in school subjects, thus providing clues to what further measures of instruction, guidance, or study are needed.

DIFFICULTY VALUE: the percentage of some specified group, such as students of a given age or grade, who answer a test item correctly.

DIGIT-SPAN TEST: a test in which the task is to repeat a series of digits following a single visual or auditory presentation. The number of digits varies, and the score is the longest series correctly recalled.

DIGIT-SYMBOL TEST: a code (or substitution) test: each digit is equated with a small geometric figure, and the task is to write the proper digit under each of the geometric figures presented in irregular order. Increasing speed is taken to reflect increasing familiarity with the code, hence, learnings.--Syn. Symbol Substitution Test.

DIMINISHING RETURN: an improvement that is progressively smaller with each successive application of some favoring influence.

DIPLOPIA: seeing double.

DISUSE/PRINCIPLE OF: a generalization that the tendency to make a specific learned response to a stimulus situation is weakened with the passage of time unless the tendency is exercised.

DOMATIC: of individuals who seek to impose their views by authority; or of teaching that asks pupils to accept ideas without critical study of the evidence.

DRILL: systematic repetition of an act with a view to learning. (Where the drill is imposed by another, the desire for learning may be found only in the drillmaster.)

DRIVE-REDUCTION HYPOTHESIS: the hypothesis that all motivation is based upon the lessening of a drive or need, or of the drive stimulus; the hypothesis that the motive of all action is the reduction of aroused tissue activities or tissue-activity gradients.

DYSBULIA: difficulty in thinking and giving attention.

DYSCALCULIA: inability to perform mathematical functions.

DYSGRAPHIA: inability, due to brain lesion, to express ideas by means of writing or written symbols.

DYSLEXIA: impairment of the ability to read, or to understand what one reads sliently or aloud, independent of any speech defect.

DYSMNESIA: any disorder of memory.

DYSPHASIA: aphasia.

DYSPHORIA: generalized feeling of anxiety, restlessness, and depression of spirits.

DYSPRAXIA: impairment of coordination of movement.

EAR-MINDED: 1. tending to apprehend ideas better when they are presented to the ear. 2. tending to imagery that is predominantly auditory.--Syn. audile.

ECMNESIA: relative inability to recall recent events while retaining ability to recall remote ones. A frequent symptom in old age.

EDUCABILITY: capacity for learning, whether in general, in certain stated ways, or at stated levels. The usual reference is to capacity for learning in school, which is sometimes defined as IQ 50 or MA 6.

EFFECT/LAW OF: an empirical generalization that an organism learns more quickly those reactions that are accompanied or followed by a satisfying state of affairs, and learns slowly or not at all those that result in an annoying state of affairs.

EMMETROPIC: having normal vision.

EMOTIONAL ADEQUACY: the feeling that one is able to do what is required of him.

EMOTIVE: of a situation or stimulus that evokes emotion or feeling.

ENVIRONMENT: the sum of the external conditions and factors potentially capable of influencing an organism.

EXERCISE/LAW OF: the generalization that, other things being equal, performance of an act tends to make subsequent performance of that act easier, more fluent, less subject to error.

FABLES TEST: a test in which the task is to interpret certain fables. It may be used as a projective test (when the fables are ambiguous), or as a test of intelligence.

FRUSTRATION-AGGRESSION HYPOTHESIS: postulate that frustration always leads to aggression, sometimes of a concealed nature, and that aggression always is an indicator of some sort of frustration. The postulate as stated is in effect a theoretical definition of aggression, not an empirical generalization.

FULL-RANGE PICTURE VOCABULARY TEST: a test in which the testee indicates by word or gesture which of four pictures best illustrates the meaning of a given word. It is scaled for testing vocabulary from infancy to adulthood and is usable with persons having speech handicaps.

FUNCTIONAL DISORDER: 1. a condition in which one or more of the normal activities of the organism cannot be properly performed, though there is no known pathological change in organic structure which can be related to the disorder. Functional in this sense is merely an admission of present ignorance. 2. a condition in which impaired performance is definitely known not to be correlated with pathological structural change in the organs or tissue directly involved, these structures being intact and their malfunction resulting from some pathological condition elsewhere in the organism

GALTON'S LAW: the principle that, on the average, a person inherits 1/4 of his characters from each parent, 1/16 from each grandparent, etc. While roughly true, this law has been largely superseded by Mendelian ratio.

GENERALIZATION: process whereby one reaches a judgment applicable to a whole class, often on the basis of experience with a limited number of the class; or the judgment itself.

GRACE ARTHUR PERFORMANCE SCALE: a number of performance tests arranged to yield an index of intelligence.

GUILFORD-MARTIN PERSONNEL INVENTORY I: a self-rating form for the traits of objectivity, cooperativeness, and agreeableness.

GUILFORD-ZIMMERMAN TEMPERAMENT SURVEY: a personality inventory concerning ten major personality traits identified through factor analysis.

HALO EFFECT: the tendency, in making an estimate or rating of one characteristic of a person, to be influenced by another characteristic or by one's general impression of that person.

HAPLOLOGY: the omission of syllables in pronouncing words because of excessive speed of utterance.

HAPTICS: the investigation of cutaneous sense data, of touch in its widest sense.

HERING GRAYS: a set of 50 neutral-gray papers, graded from extreme white to extreme black in steps that approximate subjective equality. The set represents the achromatic series of colors.

HEURISTIC: 1. leading to discovery; especially, of an argument admittedly imperfect but designed to stimulate further thinking or investigation. 2. (educ.) of a method of teaching that encourages pupils to seek the solution of problems, especially by inductive procedures.

HOMEOSTASIS: the maintenance of constancy of relations or equilibrium in the bodily processes: e.g., the maintenance of a certain proportion of salt in the bodily fluids, no matter what the amount of fluid. Any departure from the equilibrium sets in motion activities that tend to restore it.

HUNT-MINNESOTA TEST: a test designed to reveal intellectual deterioration that results from brain damage.

HYPERMNESIA: unusual memory ability.

HYPOPHRASIA: the lack of speech, or slowness of speech, that characterizes the depressed phase of certain psychoses.

IATROGENIC ILLNESS: a functional disorder caused by a physician's diagnosis or attitude. It does not refer to the direct effects of medical treatment.--Syn. Iatrogenic Neurosis.

ICONIC: pertaining to an idol, image, or representation of something; in logic, of a symbol that has many of the properties of that which it symbolizes: e.g., a motion picture.

IDENTIFICATION TEST: a test in which the examiner points to an object or part of a picture and requires the testee to name or otherwise identify it.

IDEOGRAM: an element in a system of writing wherein an object or an idea is directly represented by a single symbol (which may be complex): e.g., a picture of an eye meaning literally the eye; or a picture of two men and a woman meaning trouble.--Syn. Ideograph.

IDIOT SAVANT: a feeble-minded person possessed of a high degree of some special ability, such as ability to calculate.

I.J.S. VERBAL TEST: a test based on analysis of verbal associations. It attempts to measure creativity and organizational ability as qualities distinct from logical intelligence.

INCOMPLETE PICTURES TEST: a test making use of a series of incomplete drawings of common objects, each successive picture showing the object more completely. It is the subject's task to identify the object as early in the series as possible. The test is believed to measure visual organization or visual set and is used also as an indicator of psychotic impairment.

INDISSOCIATION: (J. Piaget) the early stage in the child's development when perceived phenomena are not sharply distinguished from each other or from the self.

INDUCTION TEST: one in which the task is to derive a principle from a number of particular instances.

INFORMATION TEST: a test that samples relatively superficial general knowledge of the sort likely to be learned more or less incidentally, rather than the knowledge obtained by study and instruction (for which achievement test is the term, although the distinction is not precise). An information test may be limited to a special field (sports, music, politics) or may range very widely. It forms part of many intelligence test batteries.

INSTRUCTION: the systematic imparting of knowledge to others.--Syn. teaching.

INTELLECT: 1. the mental faculty by means of which man (and man alone) can think. 2. a class name for cognitive processes, especially for those of thinking.

INTELLIGENCE: 1. that hypothetical construct which is measured by a properly standardized intelligence test. 2. the individual's total repertory of those problem-solving and cognitive-discrimination responses that are usual and expected at a given age level and in the large population unit to which he belongs. 3. the ability to undertake activities that are characterized by difficulty, complexity, abstractness, economy, adaptiveness to a goal, social value, and the emergency of originals.

INTELLIGENCE TEST: a series of tasks yielding a score indicative of the intelligence of the individual who attains that score.

INTEREST INVENTORY: a series of questions concerning the objects or activities which the individual likes, prefers, or in which he has an interest.

INTERVIEW: a directed conversation with a person or persons that is designed to elicit certain predetermined kinds of information for purposes of research or to aid in guidance, diagnosis, or treatment.

INTERVIEWER BIAS: the effect upon the interviewing process and/or upon the record thereof of the personal knowledge, attitudes, and expectations of the interviewer; by extension, the effect also upon the interview of the personality characteristics and status of the interviewer, as apparent to the interviewee.

ISHIHARI COLOR PLATES: a test for color blindness consisting of squares, small circles, etc., printed in different hues and saturations in such a way that a given hue forms a pattern meaningful to the color-normal, but not to the color-blind or color-weak, eye.

ISOTROPIC: of nonquantitative items or attributes placed in a consistent order on any nonquantitative basis: e.g., the ranks in the army (private, corporal, sergeant); the colors of a spectrum.

JACKSON'S LAW: the generalization that, when mental functions are lost through disease, those that developed late in the evolution of the species are the first to be lost: i.e., that deterioration retraces the order of evolutionary development but in reverse order.

JUNGIAN ANALYSIS: diagnosis (and usually treatment) of a patient according to the methods and concepts of C. G. Jung.

KENT EGY: a short intelligence test, used when a quick estimate of ability is desired. It contains ten questions given orally and is scored by points, the total possible being 36.--Syn. Kent Series of Emergency Scales.

KINESTHETIC METHOD: 1. a method of correcting faulty speech by calling attention to the differing movement sensations of correct and faulty speech. 2. a method of treating reading disability by having pupils trace the outlines of words.

KOHS BLOCK DESIGNS: a test in which the task is to copy a geometric design by arranging small cubical multicolored blocks. It is usually employed as a test of intelligence.

KUDER PREFERENCE RECORD: a self-report form designed to disclose relative interest in broadly defined interest areas.

KUHLMANN-ANDERSON TEST: a series of test batteries for measuring intelligence from kindergarten age to maturity.

KUHLMANN-BINET TEST: a revision for the American culture of the Binet tests of intelligence. The test extends down to the four-months level. It is given individually.

LALOPATHY: any disorder of speech.

LANDOLT CIRCLES or RINGS: incomplete circles with varying size of break, used to study visual acuity.

LEARNING: 1. scholarship; the possession of much knowledge and critical judgment, especially in a particular field or discipline. 2. a highly general term for the relatively enduring change, in response to a task-demand, that is induced directly by experience; or the process or processes whereby such change is brought about. Not included under learning are changes due to bodily injury or surgery, disease, fatigue, sensory adaptation.

LEARNING DILEMMA: a problem situation in which a response that formerly was effective no longer leads to the familiar goal.

LEARNING/DISCRIMINATIVE: learning that is manifested in ability to make certain required perceptual discriminations, or to react differently to various objects or stimuli.

LEARNING/PERCEPTUAL: learning in which the principal change is that the learner perceives something differently. The term sometimes includes, sometimes contrasts with, conceptual learning. It contrasts with motor learning and learning of emotion.

LEARNING/RESPONSE: learning to make certain responses rather than learning the topography in which the responses are made; the opposite of place learning. The animal proceeds by the route previously learned and makes the same movements when, under changed conditions, this no longer leads to the goal.--Syn. Movement Learning.

LEARNING/ROTE: memorizing in which the task as seen by the learner requires no understanding but merely the reproduction of words or other symbols in the exact form in which they were presented. Frequent repetition is the commonly recognized means to memorizing. Unintentional understanding of the relationships involved in not precluded. Conditioning is equated with rote learning by some authors.

LOGOPEDICS: the scientific study and treatment of speech disorders.--Syn. Logopedia.

MEMORY: 1. the general function of reviving or reliving past experience, with more or less definite realization that the present experience is a revival. Four distinct phases of memory have been recognized: (a) memorizing or learning, (b) retention, (c) recall, (d) recognition. 2. the total scope of things one can remember; the memory "store."

MERRILL-PALMER SCALE: thirty-eight tests of ability, including both performance and verbal tests, suitable for children between 24 and 63 months. It is administered as an age scale but scored as a point scale. The directions permit greater discretion in making allowance for negativism, special handicaps, etc. than most scales.

MICROPSIA: visual abnormality, either functional or retinal, characterized by decrease in the apparent size of seen objects.

MOGILALI: difficult speech, such as stuttering or stammering.--Syn. Molilalia.

MOTIVATION: 1. the nonstimulus variables controlling behavior; the general name for the fact that an organism's acts are partly determined in direction and strength by its own nature (or enduring structure) and/or internal state. When the term is thus used, it contrasts with two other determinants of action: ability, and the stimulus or situation. But since the stimulus is conceived as touching off the motivation, it is sometimes half included under that term. 2. a specific hypothesized process that energizes differentially certain responses, thus making them dominant over other possible responses to the same situation; a specific hypothesized personal or organismic determiner of the direction and/or strength of action or of a line of action: his motivation was easily inferred.--Syn. motive.

MOTIVATION/EXTRINSIC: behavior controlled through the possibility of reward or punishment external to whatever satisfactions or annoyances reside in the behavior itself: e.g., working for a prize rather than for satisfactions in the task itself.

MOTIVATION/INTRINSIC: a motivation in which the satisfaction or incentive conditions are obtained within the activity itself. Extrinsic motivation, in which the satisfaction is artifically related to the activity, e.g., by giving a prize. The distinction is by no means as absolute as it sounds. Any complex situation affords both extrinsic and intrinsic motivational elements. Moreover, a motivation, at first extrinsic, may come to be intrinsic: i.e., an activity at first engaged in for outside satisfactions becomes itself satisfying.

MOTIVATION/PRIMARY: 1. motivation that seeks to meet a need without being directed toward a specific outside object: e.g., a hunger motive not directed toward a particular food. It is almost a synonym for internal motivation. 2. an unlearned motivation.--Syn. primary drive, primary need.

MOTIVATION/UNCONSCIOUS: a motivation inferred from the person's prevailing pattern of behavior but of which he himself is not aware.

MOTOR: pertaining to muscular movement (or by extension, to muscular movement and/or glandular activity), or to that which causes movement; pertaining to the executive aspect of organismic activity.

NARCODIAGNOSIS: diagnosis of mental disorder while the patient is under narcosis.

NEED: 1. the lack of something which, if present, would tend to further the welfare of the organism or of the species, or to facilitate its usual behavior; or the thing, activity, or condition (internal or external) that is lacking.--Syn. (with special implication) motive. 2. a tension induced in the organism by such a lack, either internal or external.--Syn. drive.

NEGATIVE TRANSFERENCE: the development of a hostile attitude toward the analyst. The term is unfortunate; it refers to the transference of a negative attitude, not to a transference in a negative direction.

NEUROSIS: 1. obsolescent term for the activity of the nervous system or of some of its specific parts. 2. a mental disorder ill-defined in character but milder than psychosis. Functional disorder is usually meant, though somatic conditions play a part in neuroses both as factors in the cause and as symptoms.

NORM: a single value, or a range of values, constituting the usual performance of a given group; any measure of central tendency, or a range of values on each side of that measure.

NUMBER COMPLETION TEST: one in which the task is to complete a series of numbers that are arranged according to some plan or pattern: e.g., 3, 6, 12, ___, ___.

OBJECT ATTITUDE: the attitude in which the observer is set to attend to the meaning or context of an experience.

OFFICIAL OPTIMISM: the denial of "negative things" in the self.

OPERANT LEARNING: the form of learning wherein the organism becomes progressively more likely to respond in a given situation with that response which, in previous similar situations, has brought about a rewarding or satisfying state of affairs; or wherein a stimulus, having evoked a response that brings into view a rewarding stimulus or that prevents or removes an obnoxious stimulus, thereafter is more likely to evoke that response.

PACING: 1. provision of tasks that correspond in difficulty to the natural developmental rate of the learner. 2. controlling the speed at which an extended act is performed; especially, controlling the speed of reading.

PAROSMIA: any disorder of the sense of smell.

PASSIVE-AGGRESSIVE PERSONALITY: a person, lacking genuine independence, who reacts to difficulties either by indecisiveness and a clinging to others for help, or by irritability, temper tantrums, and misdirected destructiveness or obstructionism.

PATTERN/BEHAVIOR(AL): a complex act made up of distinguishable lesser acts, simultaneous or successive, that from some standpoint or other are regarded as a functional unit.

PATTERN DISCRIMINATION: reacting to the pattern as such rather than to the components of which it is made up; reacting to the complex of relations: e.g., reacting to letters as shapes (i.e., to certain spatial relationships) rather than to the particular size or colors used in printing them.

PERCEPTION: 1. an event in the person or organism, primarily controlled by the excitation of sensory receptors, yet also influenced by other factors of a kind that can be shown to have originated in the life history of the organism. The event is primarily cognitive rather than affective or conative, though it usually (or always) manifests all three aspects. It is an organized complex, though its several components can sometimes be separately recognized. It is usually very difficult to distinguish the integrated whole which constitutes the perception event from the associations, memories, and feelings that ensue. 2. the awareness, or the process of becoming aware, of extraorganic or intraorganic objects or relations or qualities, by means of sensory processes and under the influence of set and of prior experiences. In some usages the awareness of intraorganic objects or processes is excluded.

PERSONALITY: 1. the quality or state of being a person, rather than a thing or an abstraction. 2. a person studied psychologically or as a unique whole; the self, the psyche, the psychological individual; the psychological aspect of the psychophysiological organism; "the dynamic organization within the individual of those psychophysical systems that determine his unique adjustment to his environment." (G. Allport)

PLACEMENT TEST: a test that enables a pupil to be assigned to the appropriate class level for instruction, either in general or in a particular subject.

PRACTICE/DISTRIBUTED: in learning, an arrangement whereby the periods of practice are spaced out as widely as the total available time permits.

PRACTICE LIMIT: the point beyond which further practice brings no further change in performance.

PRACTICE/MASSED: the arrangement of periods for learning with little or no interval between the successive presentations or practices.

PRACTICE/NEGATIVE: the learning of correct performance by stressing practice of errors.

PRACTICE/SPACED: practice in which there is a considerable time interval between successive performances. Spaced practice is not quite the same as distributed practice, which properly refers to a spacing as wide as the total available time permits.--Syn. spaced learning, spaced repetition.

PROFILE ANALYSIS: a method for appraising individual uniqueness and trait organization, consisting in a search for characteristic patterns in the trait profiles of an individual.

PROGNOSIS: prediction of the duration, course, and outcome of a certain process or activity, especially of a disease, but also of an individual's academic career (educational prognosis), job success (vocational prognosis), etc.

PROGNOSTIC TEST: one designed to enable prediction of the kind of achievement attainable under stated conditions.

PROJECTIVE TEST: a relatively unstructured, yet standard, situation to which a testee is asked to respond, but with as few restrictions as possible upon the mode of response. E.g., a picture of clouds may be shown with the request: "Tell me about this," It is postulated that, since the situation and directions do not specify the response, one's enduring propensities, or one's current mood, will determine the response. Inkblots, cloud pictures, cartoons, vaguely defined pictures, incomplete sentences, play materials, drawing tasks have been used as materials. Test responses are usually analyzed for personality characteristics, but they may also reveal certain modes of cognition. Interpretation of the responses requires much training.

PSYCHODIAGNOSIS: any procedure designed to discover the underlying factors that account for behavior, especially for disordered behavior.

PSYCHOGNOSIS: 1. the science and art of understanding the individual person. 2. the study of the person by means of hypnosis. 3. the study of the person from anatomic signs.

PSYCHOGRAPHY: art of literary characterization of an individual, real or fictional, making free use of psychological or psychoanalytic categories and theories; a psychological biography or character description.

PSYCHOLOGICAL: 1. pertaining to psychology. 2. characterizing the subject matter--the activities or events--studied by psychology. This usage is favored by those averse to the terms mental or psychic(al).

PSYCHOMETRICS: 1. the study of mental testing. 2. the branch of psychology dealing with the development and application of mathematical procedures to psychology.--Syn. Psychological Statistics (somewhat less inclusive).

PSYCHOMOTOR: pertaining to motor effects of psychical processes. Although the term has obvious (and unfortunate) dualistic implications, it is used by many behaviorists.

PSYCHOMOTOR TESTS: tests of motor skill; tests in which the score depends upon the precise coordination of a sensory or ideational process and a motor activity: e.g., aiming at a target.

Q SORT: a personality inventory in which the subject (or someone making judgments about him) sorts a considerable number of statements into piles that represent the degrees to which the statements apply to him. Each statement thus gets a score indicating relative strength within the individual of the quality or trait it represents.

RATING: an estimate--made under rules which prescribe systematic procedures for accuracy, completeness, and freedom from bias--of the characteristics or qualities of a person, process, or thing. The estimate may merely assert presence or absence of a quality (sometimes called qualitative rating), or it may assign a place on a quantitative scale. A person may also rate himself (self-rating). It is difficult to distinguish rating from measurement. A direct perceptual comparison of a datum with a set of similar data arranged in a scale--e.g., the comparison of a length with a series of lengths, of a light intensity with a set of standard light intensities--is called measurement. But a comparison of John Doe's "soldierliness" with that of a set of individuals to each of whom a scale value has been assigned is called rating.

RATING SCALE: a device by which a rater can record, for the case in question, the estimated magnitude of the trait or quality rated. Most such scales provide procedures designed to make the estimate more careful and objective.

RATIONAL LEARNING: 1. learning that includes adequate understanding of the facts in their relationships, e.g., the reason for each step in a mathematical proof. 2. the learning of material which, for the individual learner, is meaningful and rational.

REACTIONAL BIOGRAPHY: the history of an individual with emphasis upon his actions rather than upon the situations to which he has been exposed. The term is used instead of experience, to avoid mentalistic connotations.

READINESS: 1. preparedness to respond or react. 2. a state or condition of the person that makes it possible for him to engage profitably in a given learning activity. It depends on (a) maturity, (b) relevant preparatory training, and (c) an aroused interest or motive.

REALITY: 1. the totality of material objects--i.e., of objects having mass, of things directly measurable in seconds, centimeters, or grams. 2. the totality of all conditions imposed by the external world upon an organism's activity; the totality of existing objects, including such constructs as gravity; the totality of that which cannot be merely wished or thought away.

REGRESSION: 1. moving backward.--Ant. progress or progression. 2. a return to earlier and less mature behavior; or, manifestion of more primitive behaviors after having learned mature forms, whether or not the immature or primitive behavior had actually formed part of the person's earlier behavior. A great variety of behavior has been interpreted as regression; almost anything disapproved may be so called. It is explained as a reaction to stress, difficulty, and failure. In psychoanalysis, regression means relapse into infantile behavior (but note that infantile behavior has special connotations here). 3. the tendency, during a general weakening of retention (as in senility), for memories to be lost in the inverse order of their acquisition: i.e., new memories are lost before old ones.

REIFICATION: supposing, or acting as if one supposed, that an abstract quality has concrete actuality or existence; treating an abstract concept or construct as if it referred to a thing. The error is most insidious in psychology. No one is likely to think that, because some objects are thick, there is an actual thickness apart from thick books, thick papers, or thick boards; but because there are "thick" heads, it is all too easy to suppose that "thickness" is what makes them "thick."

REINFORCEMENT: the strengthening of something by adding to it; or that which strengthens, when added. This is the basic idea running through all the special usages.

REINFORCEMENT/DELAYED: in operant conditioning, a reward or negative reward which is not administered until several seconds after the response.

REINFORCEMENT/DIFFERENTIAL: 1. of a stimulus, the procedure used in discrimination training wherein a response is rewarded when made to one stimulus and is negatively rewarded when made to other stimuli. 2. of a response, the procedure that rewards a particular (generally quite specific) response and negatively rewards any other or similar responses to a specified stimulus. This procedure produces stereotyped response.

REINFORCEMENT/ESTERNAL: a form of reinforcement that is predictably effective for a given group or culture.--Syn. Dependable Reinforcement.

REINFORCEMENT/GRADIENT OF: the generalization that, in a series of acts, the closer an act is to the reward, the more it is strengthened.

REINFORCEMENT/INTERMITTENT: an experimental design in which a nonreinforcing or nonrewarding situation is irregularly interspersed with reinforcing situations during the conditioning period, resulting in slower conditioning and in slower extinction.

REINFORCEMENT/INTERNAL: 1. any intraorganismic process that modifies a learned response. 2. drive reduction. 3. the subject's awareness that a pleasant or unpleasant event has occurred. It is assumed that this awareness modifies response. All three usages belong to the excessively vague meanings of reinforcement.

REINFORCEMENT/NEGATIVE: a way of training a subject not to make a response by giving him a dissatisfying or punishing or tension-increasing stimulus.

REINFORCEMENT/PRIMARY: 1. the presentation of a stimulus situation that reinforces or rewards any animal of a given species without need of prior training; or the state of affairs that so reinforces. 2. any strengthening of response strength resulting from reduction of a primary drive. This statement combines two theories and an assertion about fact; it is therefore a pseudo definition.

REINFORCEMENT/SECONDARY: any reinforcing or rewarding event or state that derives its effectiveness from a previous process of learning or conditioning; or the operation of bringing about that event or state. Some of those who assert that primary reinforcement is drive-reduction hold that secondary reinforcement does not lead directly to reduction of drive.--Syn. conditioned reinforcement, secondary (or conditioned) reward.

REINFORCEMENT/VALUE: the degree to which a given situation affects the probability of occurrence of those responses with which it is associated as a reinforcement or reward. The total or average reinforcement value is unmeasurable; the term can refer only to the value for a specified range of responses.

REMEDIAL INSTRUCTION: teaching that is designed to remove, where possible, specific causes of lack or deficiency. In the total process, specific diagnosis plays an important part.

REPRESENTATIVE: capable of being substituted for something, of taking its place without causing substantial error.

RESPONSE: 1. an answer, especially a fairly formal answer. 2. any organic process consequent upon stimulation. 3. any muscular or glandular process that depends upon stimulation. 4. any psychic process consequent upon previous psychic process, whether sensory or imaginal. 5. the unit of the executing processes of the organism or person. The criterion of what constitutes such a unit is that the activities which form it vary, in the same way and to the same extent, with variation in the environmental conditions. Application of this criterion is by no means simple, but many responses are immediately and almost universally recognizable as unitary: e.g., walking, despite very great differences in the activities that constitute the walking response.

RESPONSE FUNCTION: an organismic adaptive action developed in correspondence with the stimulus function in previous interbehavioral events.

RESPONSE HIERARCHY: the arrangement of a class of behaviors in the order of probability in which they will be elicited in a certain situation.

RESPONSE LATENCY: the duration of the interval between a stimulus and the onset of response.--Syn. reaction time (which see, for several ways of defining the time limits.)

RESPONSE/NEGATIVE: abient response.

RETENTION: (learning) the fact that an organism continues able to perform a certain learned act after an interval in which the performance has not taken place; or the degree to which parts of a complex performance can be manifested after an interval; the fact that the afteraffects of an experience, as manifested in changed performance of a related act, persist.

REWARD: a satisfaction-yielding stimulus or stimulus object that is obtained upon the successful performance of a task (which may be self- or other-imposed): e.g., a food pellet delivered when the animal depresses a certain level; a scholarship for the best academic record. It is established that the rewarded act or response has a statistical likelihood of being repeated and learned, but this is not a necessary part of its definition.

SAMPLING/BEHAVIOR: recording precisely what a subject is doing at prescribed times, so chosen as to yield a representative sample of the occasions and circumstances of the subject's life.

SELF: In technical discussion two distinct concepts appear and reappear (and are too often confunded): (A) the self as the subject, the agent, the individual person, the living being; or as a specific part or aspect of that being; and (B) the self as the individual that is somehow revealed or known to himself. These two concepts seem distinct enough, but those who stress the second concept usually attribute to the self certain dynamic characteristics which at least seem to borrow from the first concept.

SELF-ABASEMENT: extreme submission of yielding to another, together with strong feelings of inferiority.

SELF-ACCEPTANCE: an attitude toward one's own self and one's personal qualities that finds them of unique worth. There is an objective and unemotional recognition of one's abilities and limitations, one's virtues and faults, without undue sense of pride, guilt, or self-blame. It does not imply passivity; rather, self-acceptance generally leads to constructive efforts. It is believed by many to be essential to healthy personality.

SELF-ACTUALIZATION: the processes of developing one's capacities and talents, of understanding and accepting one-self, of harmonizing or integrating one's motives; or the state resulting from these processes. The term represents a variety of data better understood when taken globally than when analyzed; it points to problems for the psychologist to study rather than to a problem solved.

SELF-ANALYSIS: an attempt to understand one's own behavior--one's abilities and disabilities, and one's motivations. The term is not, as a rule, technically used for the attempt to psychoanalyze one-self, partly because psychoanalysts generally disapprove of the practice despite the fact that Freud himself provied it possible.

SEMANTIC APPROACH: a method of teaching correct usage of words by emphasizing meanings rather than formal grammar.

SENSE: 1. to apprehend by means of sensory receptors. 2. to have an activity in a sense organ and its neural connections.

SENSORY: 1. pertaining to the activity of a sense organ. 2. pertaining to directly observed objective data, i.e., to sense data. 3. pertaining to a sense (1) or (2).--Syn. sense.

SERIAL BEHAVIOR: activity in which the temporal order of the several responses is the important feature. The responses are not independent; they are functions of the whole series.

SERIAL LEARNING: learning to make certain responses in an exact prescribed order. In serial memorizing the response is verbal: a set of words must be recalled in the order of first presentation. In other cases, certain overt motor responses must follow in prescribed order.--Syn. serial method, serial association, behavior chain learning.

SERIATION: the process by which unorganized data are put into the form of a statistical series.

SET: The more than 100 meanings of set in the unabridged dictionary include six concepts pertinent for psychology: those of aggregation; of tendency or disposition; of orientation, guidance, or determination; of preparation, expectation, or readiness; of facilitation; and of fixity or rigidity.

SHARPENING: the process of accentuating differences in perceived objects.

SHORT-SAMPLE TECHNIQUE: a method for systematizing observations in which the observer reports behavior for brief sample periods dispersed at intervals in such a way that the behavior is thought to be representative. More details but less context can thus be reported.

SIMILARITIES TEST: 1. a test requiring statement of the similarities between two objects or ideas. 2. a test in which objects are to be grouped according to their similarities.

SITUATIONAL ANALYSIS: study of the behavior characteristically associated with natural or lifelike situations, as contrasted with contrived or laboratory situations.

SITUATIONAL SAMPLING: the observation and recording of a person's behavior in certain recurring real-life situations that are regarded as being representative and crucial in respect to certain traits or behavior trends.

SITUATIONAL TEST: a measure of a person's reaction to a situation that requires an actual adaptive response, rather than a mere "test" response. The situation may be contrived by the examiner but must be recognized as posing a real problem to be solved, independent of its status as a test. E.g., will an applicant for a position scramble to pick up the prospective employer's pencil?

SLOW-LEARNING: of a child who is definitely handicapped if kept in school with his age-mates but who is capable of profiting from academic instruction that permits him to advance more slowly.

SOCIAL: of whatever relates to the interaction of two or more persons or to the influence of one upon another. The term is designedly very broad; comparatively few psychological phenomena are nonsocial. In phrases, it is employed when the social aspect is to be emphasized.

SOCIOGRAM: a map or diagram showing actual interactions, or certain desired or acceptable kinds of interactions, between individual members of a group. Originally the term referred to a diagram that showed the relations of attraction and antagonism revealed by a sociometric test, but it has been extended to cover other sorts of relationships.

SOCIOMETRIC TEST: a variety of rating in which the rater names those in his group who possess certain specified qualifications. Originally the rating was limited to naming those liked or disliked. The rater is usually informed that his rating may be used in the formation of smaller groups such as committees.--Syn. nominating technique, sociopreference technique.

SORTING TEST: a test designed to measure conceptualization (and aberrations thereof) by presenting the subject with different concrete objects and requiring him to put them into categories of his own choice.

SPACE PERCEPTION: the direct awareness (primarily through sensory processes but probably never exclusively) of the spatial properties of an object, especially in relation to the observer; the perception of position, direction, size, form, distance, by means of any of the senses.

SPACE RELATIONS: the relationships between objects in respect to their three-dimensional space attributes.

SPAN OF ATTENTION: the number of objects presented for a very brief moment that can be correctly reported immediately thereafter.

SPEECH: any communication through a system of conventional vocal symbols.

STEREOGNOSIS: perception of objects of forms by touch.

STIMULUS: is something that (A) stirs or prods the organism, (B) is external to the organism or to a definitely organized part of an organism, and (C) is associated with sensory processes.

STRUCTURE: contrasted with function or process (though these may themselves have structure), with the formless, and with the temporary or rapidly changing. Structure usually implies stability of the component parts, whereas the parts of a gestalt or a system may alter so long as the interrelationships remain the same.

TACHISTOSCOPE: an instrument for providing a very brief timed exposure (usually 1/10 second) of visual material such as pictures, letters, or digits. The exposure may be regulated by a shutter, a falling screen, or an interrupted illumination.

TACTILE: having to do with touch.

TASK-ORIENTATION: the attitude of a person when attention and effort are centered upon achievement of a task, rather than upon the satisfactions (or feelings) of other persons or upon one's own pleasure.

TAXONOMY: the classification of data according to their natural relationships; or the principles governing such classification.

TENSION REDUCTION: the lessening of tension, in any of its meanings, whether general or specific to certain tissues or action systems.

TEST: 1. any criterion or operation used to determine the truth, correctness, precision, or accuracy of a proposition or hypothesis. 2. any measurement that yields quantitative data for judgment: e.g., an examination in a scholastic subject, an x-ray of the chest, a test of statistical significance. 3. psychological or mental test, a set of standardized or controlled occasions for response presented to an individual with design to elicit a representative sample of his behavior when meeting a given kind of environmental demand. The occasion for response most often takes the form of a question or similar verbal stimulus.

THERAPY: treatment intended to cure or alleviate a disordered condition, so that normal functioning is brought about.

TRAIT: any enduring or persisting character or characteristic of a person by means of which he can be distinguished from another; that about a person which is consistently manifested, despite variation within a considerable range of circumstances.

TRANSFER: a general term for change in ability to perform a given act as a direct consequence of having performed another act relevant or related to it.

UNDERACHIEVER: a person who does not perform in specified ways as well as expected from certain known characteristics or previous record; specifically, a student who does not accomplish as much in school as would be expected from his measured intelligence.

VALIDITY: the quality of being founded on truth, fact, or law. 2. the attribute of an argument that conforms with logical laws. Validity in this sense is formal: it means that the reasoning process is correct. Whether the premises correspond with reality is not in question; hence, an argument may have logical validity even when based on a misstatement of facts.

VALUE SYSTEM: 1. the more or less coherent set of values that regulate a person's conduct, often without his awareness that they do so. 2. the set of values overtly accepted by a person or by a social group. The value systems of (1) and (2) are often quite divergent.

VERBAL: pertaining to, taking the form of, consisting of, words in any form: spoken, heard, seen, written, or thought.

V IQ: an intelligence quotient calculated from scores on a verbal test.

VISION: 1. the sense of seeing; the sense whose receptor is the eye and whose normal stimulus is light or radiant energy ranging from about 400 to 760 millimicrons. 2. the act of seeing. 3. that which is seen.

VISUAL: pertaining to vision or seeing; characterizing an experience as belonging to the sense of vision.

VISUALIZATION: the capacity for visual imagery; the picturing of objects and events in one's mind.

WECHSLER-BELLEVUE SCALE: a test battery for intelligence, standardized for adults but usable for adolescents and older children.

WEIGL-GOLDSTEIN-SCHEERER TEST: a test of concept formation that requires the subject to sort 12 blocks according to likeness. There are 3 shapes and 4 colors for each shape. After one sorting, the S is asked to sort the pieces in another way.

WHERRY-DOOLITTLE METHOD: a shortcut method for selecting, from a larger number, a small number of tests that will yield a correlation with a criterion only slightly lower in validity than the multiple correlation of all the tests with the criterion.

WORD-BUILDING TEST: a test, similar to anagrams, in which the testee is asked to form as many words as possible from a certain set of letters.